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EVALUATION OF THE AVIATION WARRANT OFFICER ADVANCED COURSE.(U)
AUG 80 S M GODWIN

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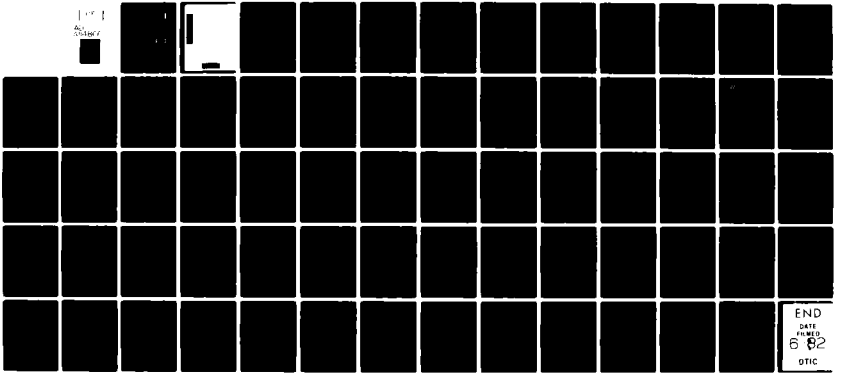

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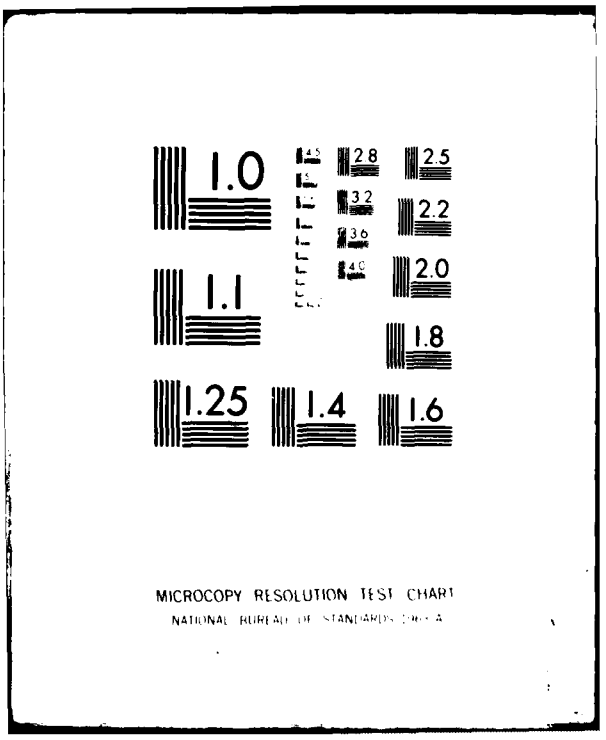
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* Instructional materials

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Training Objectives, Program of Instruction, Lesson Plans, Instructional Systems Development, Course Critiques, Item Analyses, Examinations

* ~~Instructional materials~~

20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

This evaluation was designed as a spot check to determine from a selected sample of the training conducted if training materials and instruction are effective in accomplishing the objectives selected for the AWOAC students.

The evaluation produced the following major findings:

(Continued on Reverse)

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a. Systems engineering of the AWOAC was completed in 1972. There is no complete documentation of POI changes since that time.

b. Phase I of the Instructional Development Process was completed in April 1980. Phase II has been suspended pending a study of warrant officers by the Review of Education and Training for Officers (RETO) which will start in FY 82 and a revision of TRADOC Reg 351-3.

c. Instruction and supporting training materials are adequate for attainment of objectives established for the AWOAC students.

d. There are some discrepancies between objectives given in EA 1 and EA 2 test outlines and objectives given in lesson plans. In some cases, objectives are not adequately tested.

e. There is no record of item analyses for the examinations as specified in USAAVNC Reg 350-14.

f. High test scores for exams analyzed during this evaluation indicate that the tests are not challenging students.

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ACKNOWLEDGEMENT

This evaluation was conducted by the Internal Evaluation Branch, Evaluation Division, Directorate of Evaluation and Standardization of the United States Army Aviation Center.

Personnel who directed and conducted this evaluation included Colonel Charles S. Wingate, Director of Evaluation and Standardization; Major Darwin O. Fee, Chief, Evaluation Division; Major Michael Harmes, Chief, Internal Evaluation Branch; Mr. Carl G. Cope and Mrs. Shelby Godwin (Project Officer), Internal Evaluation Branch. Ms. Mary K. Pratt provided typing assistance for the project.

ABSTRACT

1. The Aviation Warrant Officer Advanced Course (AWOAC) was established to provide aviation warrant officers a background in a broad range of subject areas in order to enhance their advancement to more responsible positions. The course length is 15 weeks, 3½ days.

2. This evaluation was designed as a spot check to determine from a selected sample of the training conducted if training materials and instruction are effective in accomplishing the objectives selected for the AWOAC students.

3. The evaluation produced the following major findings:

a. Systems engineering of the AWOAC was completed in 1972. There is no complete documentation of POI changes since that time.

b. Phase I of the Instructional Development Process was completed in April 1980. Phase II has been suspended pending a study of warrant officers by the Review of Education and Training for Officers (RETO) which will start in FY 82 and a revision of TRADOC Reg 351-3.

c. Instruction and supporting training materials are adequate for attainment of objectives established for the AWOAC students.

d. There are some discrepancies between objectives given in EA 1 and EA 2 test outlines and objectives given in lesson plans. In some cases, objectives are not adequately tested.

e. There is no record of item analyses for the examinations as specified in USAAVNC Reg 350-14.

f. High test scores for exams analyzed during this evaluation indicate that the tests are not challenging students.

EVALUATION OF THE AVIATION
WARRANT OFFICER ADVANCED COURSE

1. INTRODUCTION:

a. Background:

(1) The Aviation Warrant Officer Advanced Course (AWOAC) was established to provide aviation warrant officers a background of knowledge designed to enhance their advancement to more responsible positions. This knowledge includes: (a) the role of Army aviation as it relates to the mission and function of the Army, (b) aviation staff functions and procedures, and (c) combined arms operations.

(2) Candidates for the AWOAC must have completed 3 years as rated aviator or aircraft repair technician (non-rated). Course length is 15 weeks, 3½ days. Due to the large number of students attending, each class is divided into 3 sections. The 3 sections are taught simultaneously with subject blocks being rotated among the sections in order to obtain maximum utilization of instructors and classrooms.

(3) AWOAC students receive training in a broad range of subject areas for a total of 511 hours in academic subjects which includes 10 hours for guest speakers, 1 hour for critique, and 100 hours of elective studies. These electives are taught by Embry Riddle and Troy State Universities in the Career College three afternoons a week. Two sessions are conducted during the course. Students who do not have a bachelor's degree are required to take one elective each session. They are permitted to take two each session at no cost to them. They may elect to attend regular night classes conducted by the Universities rather than afternoon classes if they prefer. A breakout of POI training hours is at Appendix A.

b. Purpose: The purpose of this evaluation is to conduct a spot check to determine from a selected sample of the training conducted if training materials and instruction are effective in accomplishing the objectives selected for the AWOAC students.

2. EVALUATION:

OBJECTIVE: To evaluate a selected sample of the training in the AWOAC to determine if training objectives are adequate and valid and that training is accomplished in an effective manner.

METHODOLOGY: (1) A historical data search was conducted to review course development documentation.

(2) Students turn in a critique after each examination which includes comments and ratings for all material covered by that exam. Critiques were obtained from DTD which covered the last 2 months of training for the previous class, 80-1. These critiques were reviewed to ascertain if any particular areas or subject blocks presented problems which should be investigated.

(3) The Aviation Center Training Analysis and Assistance Team (ACTAAT) Report was reviewed for trends/problems.

(4) A total of 47 academic training hours were selected for monitoring. These included:

SUBJECT	HOURS
Introduction to Personal Effectiveness Training	1
Directive/Non-directive Counseling	4
Role-Playing: A Counseling Approach	2
Self-Feelings of the Counselor	2
Danger Signs and Referral Agencies in the Counseling Process	1
Personal Financial Management	6
EA 1 Examination	2
Effective Listening	2
Principles of Effective Writing	12
Military Presentations	2
Library Tour	2
Nuclear Weapons Effects	3
Introduction and Organization of the USAF	1
Strategic Aerospace Operations	1
Airlift Operations	1
Aviation Maintenance Structure	1
Duties of the Safety Officer	2
Safety Management	2

The POI, lesson plans, and student handouts for the above subjects were reviewed for conformity. Visitor's Folders were inspected for completeness and currency. An Instructional Observation Form was completed for the classes inspected. One copy was given to the instructor and a second copy retained for DES records.

(5) As time permitted throughout the evaluation, informal feedback concerning course content and effectiveness of training was solicited from students, instructors, class director, and staff personnel from the Career College.

(6) There are 12 examinations in the AWOAC. Some of the subject blocks are not tested. The breakout of training hours at Appendix A shows the exam number which covers those blocks which are tested. Those with no exam number listed are not tested. Test outlines for EA 1 and EA 2 were compared with POI, lesson plans, and exam questions to determine if objectives are consistent and are adequately tested.

(7) Personnel from the Directorate of Training (DT) and Directorate of Training Developments (DTD) were contacted to determine if item analyses of exams have been conducted as required by USAAVNC Reg 350-14.

(8) An analysis of EA 1J, EA 4A, EA 5A and EA 9B test results for this class was conducted during this evaluation to determine validity of tests and if students were successful in meeting the objectives.

FINDINGS: (1) A search of course development documentation revealed that systems engineering of the AWOAC was completed in 1972. See Appendix B, Memorandum, ATSAV-DGS-O, SUBJECT: Systems Engineering of the Aviation Warrant Officer Career Courses, dated 17 July 1972. Complete documentation to show POI changes since that time has not been maintained.

(2) Coordination with DTD revealed that Phase I of the Instructional Development Process (ISD) was completed IAW TRADOC Pamphlet 350-30 and handed to Phase II, Phase III, and the Review of Education and Training for Officers (RETO) on 21 April 1980. Phase II (Design) of the ISD process has been suspended pending a study of warrant officers' career field by RETO which will start in FY 82 and a revision of TRADOC Reg 351-3. See Appendix C, Memorandum for Record, SUBJECT: Aviation Warrant Officer Advanced Course (AWOAC), dated 17 April 1980.

(3) Scheduled input for Class 80-2 was 104 students. There are actually 83 in attendance. A profile of the students is at Appendix D.

(4) Training for this AWOAC class, 80-2, is being conducted under a draft POI dated April 1980 which has been sent to TRADOC for approval. The latest TRADOC approved POI is dated October 1979. Total hours in the course (628) did not change.

(5) A review of the Aviation Center Training Analysis and Assistance Team (ACTAAT) Report revealed no trends/problems relating to the AWOAC.

(6) A review of course critiques from the previous class revealed one area, the Principles of Effective Writing block, which received several ratings and comments that indicated further investigation might be warranted. Most complaints pertained to scheduling of the block. (Too much time between classes--could not retain information from previous classes in order to build upon it and apply learning; classes were always scheduled late in the afternoon when students were tired; and not enough time was scheduled to adequately cover all material in the lessons plans). Other comments were that training should be geared more toward material presented in AR 340-15, Preparing Correspondence, rather than writing a thesis.

(7) A review of training schedules for the 21-hour block called Principles of Effective Writing shows that classes pertaining to writing a thesis are scheduled at fairly close intervals during the first of the course. This gives students the basics they need to begin working on their papers. The instructor indicated that some time is needed between classes in order to give students individual attention and to correct papers. The Effective Writing block is broken out as follows:

2 hours - Self-diagnostic test and evaluation
10 hours - Subjects directed toward writing thesis, plus two hours for library tour which are not included in the total 21 hours.
9 hours - Directed toward writing military and non-military letter, DF, and OER Support Form.

The ratio of morning and afternoon periods scheduled for training of this block is not balanced among the 3 sections. As shown below, Section III has 14 hours scheduled during the afternoon as opposed to 6 and 8 for the other sections.

	Sec I	Sec II	Sec III
No. of morning hours	15	17	9
No. of afternoon hours	8	6	14

(8) Visitor's folders were available for each class monitored except the classes presented by the USAF. In most cases the folders were complete and current. Instructors and staff personnel were all courteous and assisted by answering questions and furnishing information and materials as needed. No major discrepancies were noted between objectives given in lesson plans, student handouts, and the POI. Instructors all followed lesson plans, and for the most part were conscientious and enthusiastic and seemed to hold class interest. A TV-controlled lesson which was used for the 2-hour block on Effective Listening seemed ineffective because the information given was repetitious, moved too slow, the speaker showed very little enthusiasm, and adequate time was not allowed for students to follow directions. Students made several derogatory comments about the tapes.

(9) Training materials were reviewed for the following subjects which are covered by EA 1 Examination:

	Hours
Techniques of Management	11
Introduction to Personal Effectiveness Training	1
Transactional Analysis	6
Directive/Nondirective Counseling	4
Role Playing: A Counseling Approach	2
Self-Feelings of the Counselor	2
Danger Signs and Referral Agencies in the Counseling Process	1

Findings are:

(a) Material presented in lesson plans adequately covers the listed objectives.

(b) Lesson plan objectives and test outline objectives correlate closely in content, but differ in describing how the student will demonstrate that he has met the objective. See test outline and lesson plan objectives at Appendix E. Specific examples are:

1 Danger Signs and Referral Agencies - The lesson plan states, "student will list . . . ." The test outline states, "To know how to discuss . . . ."

2 Directive/Nondirective Counseling - The lesson plan states, "student will write definition . . . . " The test outline states, "To know that . . . " and "to know how to examine . . . . "

3 Transactional Analysis - The lesson plan states "The student will describe why . . . , will distinguish between . . . , and will write the definitions . . . . " The test outline states, "Be able to define . . . and explain how it works . . . . "

4 Role Playing - The lesson plan states, "will conduct a role playing exercise . . . " and "will identify, without error . . . . " The test outline states "To know how to explain how . . . is used in counseling" and "To know how to explain . . . . "

5 Introduction to Personal Effectiveness Training (PET) - The lesson plan states, "will identify six basic human needs in two out of three situations. The student will recognize five common psychological defenses and list five goals of counseling without error or omission." The test outline states, "Know the nature, scope, and value of PET. Be able to explain what PET is and why it is important for leadership skills. Be able to list five goals in counseling and to know what they mean."

(c) The 27 hours of instruction covered by EA 1 Exam are tested by 32 questions. Twenty-two of these are multiple choice. Some of the questions do not require the student to demonstrate that he has met the objectives set out in the lesson plan and test outline. See Appendix E for test outline and lesson plan objectives. Specific examples are:

1 Directive/Nondirective Counseling - The test outline for this 4-hour block was originally prepared for a 2-hour block. There are 2 multiple choice questions and 1 calling for a definition. (J Version, items 20, 21, and 22)

2 Transactional Analysis - This 6-hour block is covered by 7 questions, 4 of which are multiple choice. (J Version, items 15, 16, 17, 18, 19, 31, 32)

(10) Training materials were reviewed for the following subjects which are covered by EA 2 Examination:

	Hours
Automatic Data Processing System	7
Military Personnel Management	9
Personnel Actions	2
Unit Administration	3

Findings are:

(a) Material presented in lesson plans adequately covers the listed objectives.

(b) Lesson plan objectives and test outline objectives correlate closely in content, but differ in some cases in describing how the student will demonstrate that he has met the objective. See test outline and lesson plan objectives at Appendix F. Specific examples are:

1 Unit Administration - The lesson plan states the student will "identify" and "select." The test outline states the student will "complete a duty roster, identify/describe . . . . "

2 Introduction to ADP - The lesson plan states the student will "comprehend the 5 basic computer elements, their purposes, and the equipment available within them . . . , be able to analyze the proper use of the 9 basic data symbols . . . , be able to prepare flow charts and block diagrams . . ." The test outline states the student will "describe the historical development of ADP, list the 5 basic computer elements and define their functions and identify the 9 basic data symbols of logic charting to include their uses, and list the 6 steps of program preparation."

(c) The 21 hours of instruction covered by EA 2 examination are tested by 40 multiple choice questions. The questions closely correlate with lesson plan and test outline objectives. However, the student is only required to identify or select the correct answer and is not called upon to "describe," "list," or otherwise demonstrate knowledge of objectives.

(11) An analysis, conducted by DES, of test scores for one section each of four examinations administered to this class provided the following data:

	EA 1J	EA 4A	EA 5A	EA 9B
No. of hrs instruction covered by exam	27	21	14	16
No. of test items	32	50	47	50
No. of student scores	28	28	28	27
Range of scores	100-85	98-70	100-72	100-86
Mean	96.02	88.14	90.25	95.33
Median	97	88	92	96
Mode	100	94,92,88,86	92	96
No. questions answered correctly by all	17	14	14	30
No. questions missed only once	7	9	13	6
Maximum times a question was missed	5	14	15	12
No. questions missed by 25% or more students	0	6	8	2

High scores for these exams indicate that students are not really challenged. There are too few questions to adequately test the objectives. The tests include questions that do not require the same degree of knowledge as called for in the lesson plan and test outline.

(12) Comparison of references listed in the POI with that in the lesson plans for classes monitored revealed several discrepancies. The following are examples of references given in the POI or lesson plan which is not included in both:

1 Safety Management
POI - AR 95-5

2 Military Presentations
Lesson Plan - "Analysis: The Key to Effective Briefings"

3 Effective Listening
POI - Communications Skills, Listening
Lesson Plan - ETV tapes--Ear-Q A and B

4 Directive/Nondirective Counseling
POI - Behavior Control, P. E. T. Workbook
Video tapes 526 thru 530
Lesson Plan - Reality Therapy, Client-Centered Therapy, Elementary Principles of Behavior

5 Transactional Analysis
POI - Games People Play
Lesson Plan - The Art of Counseling

6 Effective Writing
POI - English Simplified and Exercises to Accompany English Simplified, Writing with a Purpose, Language in Thought and Action, Tongue and Quill, Communicating Technical Information

Lesson Plan - Plan Letters GSA, Records Management Handbook; C&GS Military Writing, Air University Military Writing AFP-13-2; WOCC Writer's Handbook

CONCLUSIONS: (1) A process analysis of this course cannot be completed because development under the ISD concept was suspended after completion of Phase I. The course was developed in 1972 under the Systems Engineering concept. Complete documentation of POI changes has not been maintained since that time.

(2) Observation of training indicates that instructors are adequately prepared and their presentations maintain students' interest. Supporting materials including audio-visual, lesson plans, student handouts, and related printed materials are adequate. Some discrepancies were found between references listed in the POI and lesson plans.

(3) Review of training materials for instruction tested by EA 1 and EA 2 revealed that there are some differences in the objectives as stated in the test outline and lesson plan, specifically descriptions of how the student will demonstrate accomplishment of the objective. In some cases, objectives are not adequately tested.

(4) Approximately one-half of the block on Principles of Effective Writing is directed toward writing a thesis; the remaining time is spent on military-type writing. Sessions pertaining to writing a thesis are scheduled at fairly close intervals during the first of the course. Some time is needed between classes in order to correct papers and give individual assistance to students. Balancing the ratio of morning and afternoon classes among the 3 sections would alleviate the situation of some students having the majority of their classes scheduled during the afternoon when they are tired.

(5) Coordination with DT and DTD revealed no record of item analyses for exams as specified in USAAVNC Reg 350-14. Some instructors do analyze exams to determine if objectives are met and to revise exam questions.

(6) High test scores for exams analyzed during this evaluation indicate that the tests are not challenging students. Properly conducted item analyses would permit evaluating individual test questions for their effectiveness in measuring student accomplishment of established objectives.

3. SUMMARY: Since the AWOAC primarily teaches "soft skills," validity of tasks and achievement of objectives set for the course are difficult to ascertain. Observations made during this evaluation indicate that instruction in this course is adequate for attainment of objectives. No major deficiencies were noted.

APPENDIX A

AWOAC POI TRAINING HOURS

COURSE: AVIATION WARRANT OFFICER ADVANCED, 2-1-C32

Annex Title and Subjects	Hours	Annex	Exam No.
MANAGEMENT/LEADERSHIP		A1	
Techniques of Management	11.0		1
Introduction to Personal Effectiveness Training	1.0		1
Transactional Analysis	6.0		1
Directive/Non-directive Counseling	4.0		1
Role-Playing: A Counseling Approach	2.0		1
Self-Feelings of the Counselor	2.0		1
Concept of Military Leadership	3.0		
Professionalism and Ethics	4.0		
Automatic Data Processing System	7.0		2
Danger Sign and Referral Agencies in the Counseling Process	1.0		1
Military Personnel Management	9.0		2
Personnel Actions	2.0		2
Personal Financial Management	6.0		
Examination, EA 1	2.0		
Organizational Effectiveness	6.0		
Unit Administration	3.0		2
Examination, EA 2	2.0		
Recruiting Responsibilities of Warrant Officers	1.0		
Subannex Total	72.0		
TRAINING MANAGEMENT		A2	
Training Responsibilities	1.0		11
Training Considerations	1.0		11
Training Analysis	5.0		11
Individual Training	2.0		11
Collective Training	2.0		11
Evaluation of Training	3.0		11
Examination, EA 11	2.0		
Subannex Total	16.0		
COMMUNICATIVE ARTS		A3	
Effective Listening	2.0		
Principles of Effective Writing	21.0		
Individual Student Conference	1.0		
Effective and Impromptu Speaking	7.0		
Military Presentations	14.0		
Library Tour	2.0		
Subannex Total	47.0		

Annex Title and Subjects	Hours	Annex	Exam No.
MILITARY LAW		A4	
Military Justice and Military Law	4.0		
Subannex Total	4.0		
CONTEMPORARY SUBJECTS		A5	
Division Chiefs Orientation	2.0		
Drug Abuse	2.0		
Human Relations	4.0		
Army Information Program	1.0		
Introduction to the Metric System	2.0		
Subannex Total	11.0		
PHYSICAL READINESS TRAINING		A6	
Army Physical Fitness Evaluation	4.0		
Subannex Total	4.0		
Annex Total	154.0		
AVIATION SUBJECTS		B	
Introduction to Aircrew Training Manuals	1.0		3
Duties of the Unit Operations Officer	3.0		3
Theory of Flight (RW)	7.0		3
Examination, EA 3	2.0		
Weather Review	15.0		12
Examination, EA 12	2.0		
Annex Total	30.0		
STRATEGY		C1	
Organization of the US Army	1.0		
The Strategic Balance	7.0		
Lower Unit Organization	2.0		5
Aviation Commander and His Staff	2.0		5
The Personnel Staff Officer	1.0		5
The Intelligence Staff Officer	3.0		5
The Operations Staff Officer	3.0		5
The Logistics Staff Officer	2.0		5
The Civil-Military Operations Staff Officer	1.0		5
Chemical Agents	3.0		4
Chemical Detection Equipment	2.0		4
Nuclear Weapons Effects	3.0		4
Radiac Meters and Radiological Survey	2.0		4
NBC Warning and Reporting System	2.0		4
Chemical and Biological Protective Equipment	2.0		4
Defensive Measures Against NBC Attack	1.0		4
Preparation for Crossing a Contaminated Area	2.0		4

Annex Title and Subjects	Hours	Annex	Exam No.
Decontamination	2.0		4
Mission Oriented Protective Posture	1.0		4
Unit NBC Defense Training	1.0		4
Examination, EA 4			
Theater Balance in Europe	2.0		
Soviet Armed Forces	6.0		
Target Identification	5.0		7
Electronic Warfare	4.0		
Examination, EA 5	3.0		
Code of Conduct and Geneva/Hague Convention	2.0		
SERE Orientation	3.0		
Subannex Total	70.0		
US AIR FORCE		C2	
Introduction and Organization of the USAF	1.0		
Strategic Aerospace Operations	1.0		
Airlift Operations	1.0		
Tactical Air Forces in Joint Operations	5.0		
Subannex Total	8.0		
Annex Total	78.0		
COMBAT SKILLS		D	
Combat Support Operations	16.0		6
Communications Principles and Security	2.0		6
Attack Helicopter Operations	4.0		6
Air Assault Operations	5.0		7
Examination, EA 6	3.0		
Introduction to Defensive Operations	5.0		7
Introduction to Retrograde Operations	2.0		7
Introduction to Offensive Operations	5.0		7
Air Cavalry Operations	3.0		6
Introduction to Night Vision Goggles AN/PVS5	2.0		7
Aircraft Survivability Equipment	1.0		7
Battle Simulation	15.0		
Examination, EA 7	3.0		
Annex Total	66.0		
ELECTIVE STUDIES		E	
Elective Studies	98.0		
Electives Orientation/Registration	2.0		
Annex Total	100.0		

Annex Title and Subjects	Hours	Annex	Exam No.
MAINTENANCE AND SUPPLY MANAGEMENT		F	
Aviation Maintenance Structure	2.0		8
Maintenance and Supply Publications	2.0		8
The Army Maintenance Management System	2.0		8
Preventive Maintenance Inspection Procedures	2.0		8
Materiel Readiness	2.0		8
Supply Operations	10.0		9
Unit Status Report	6.0		9
Examination, EA 8	2.0		
Examination, EA 9	2.0		
Annex Total	30.0		
AVIATION SAFETY/ACCIDENT INVESTIGATION		G	
Army Safety Program and Accident Prevention	1.0		10
Safety Regulations	2.0		10
Introduction to USASC	4.0		10
Duties of the Safety Officer	2.0		10
Safety Management	3.0		10
Preliminary Report of Acft Mishaps and Opn Hazard Reports	1.0		10
Aircraft Accident Prevention Literature	1.0		10
Oil Analysis and EIR	1.0		10
Safety Inspections	11.0		10
FOD Prevention	1.0		10
Aviation Life Support Equipment	2.0		10
Preaccident Planning	2.0		10
Hearing Conservation	2.0		10
Organization of Investigation	2.0		10
Photography and Acft Accident Investigation Kit	2.0		10
Accident Reporting	2.0		10
Examination, EA 10	3.0		
Annex Total	42.0		
GUEST SPEAKER PROGRAM		H	
Guest Speaker	10.0		
Annex Total	10.0		
COURSE CRITIQUE AND QUESTIONNAIRE		I	
Course Critique	1.0		
Annex Total	1.0		

APPENDIX B

MEMORANDUM, ATSAV-DGS-O

SUBJECT: SYSTEMS ENGINEERING

OF THE

AVIATION WARRANT OFFICER CAREER COURSES

ATSAV-DCS-O 17 July 1972

MEMORANDUM FOR: TO WHOM IT MAY CONCERN

SUBJECT: Systems Engineering of the Aviation Warrant Officer Career Courses

1. Systems engineering of the Aviation Warrant Officer Career Course was accomplished utilizing CON Reg 350-100-1 and the Staff and Faculty Guide prepared by the Office of the Senior Education Advisor, Fort Rucker, Alabama, and approved per first indorsement to Ltr, ATIT-STM, subject "Systems Engineering of Aviation Warrant Officer Career Courses," dated 22 Mar 72 (Incl 1).

2. The standards for the testing of the training objectives is in accordance with the procedures outlined in the Staff and Faculty Guide, pages 8 and 9 (Incl 2).

3. Documentation leading to the adaptation of this approach is contained in inclosure 3.

/S/

3 Incl
as

HAROLD G. KEEBAUGH
COL, IN
Director

ATIT-STM (8 Mar 72) 1st Ind
SUBJECT: Systems Engineering of Aviation Warrant Officer Career Courses

HQ CONARC, Ft Monroe, VA 23351 22 March 1972

TO: Commandant, US Army Aviation School, ATTN: ATSAV-DI-CD, Fort Rucker, Alabama 36360

The systems engineering approach outlined in paragraph 2, basic letter, for Warrant Officer Career Courses is approved.

FOR THE COMMANDER:

/S/

F. M. FRITZ
1LT, AGC
Asst AG

DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY AVIATION CENTER AND FORT RUCKER
FORT RUCKER, ALABAMA 36362

ATSAV-DI-CD 8 March 1972

SUBJECT: Systems Engineering of Aviation Warrant Officer Career Courses

Commanding General
U.S. Continental Army Command
ATTN: ATIT-S
Fort Monroe, Virginia 23351

1. USAAVNS efforts to systems engineer the Aviation Warrant Officer Career Courses in accordance with CONARC Reg 350-100-1 have not been completed for the following reasons:

a. The courses are professional development rather than job training courses; they do not prepare graduates for a specific assignment.

b. CONARC Reg 350-100-1 is specifically intended for job training courses having objectives related to identifiable job tasks.

c. The valid training objectives for the Aviation Warrant Officer Career Courses are essentially cognitive and affective in nature rather than job task oriented. Efforts to apply the guidance in CONARC Reg 350-100-1 have not been successful for objectives of this type.

2. A USAAVNS procedure for systems engineering the courses has been developed based on procedures recommended in education and training literature. The procedure constitutes a modification of CONARC Reg 350-100-1 in two ways:

a. A job task analysis is not used as the source for curriculum. The present POI's which are partially based on a field survey of Aviation Warrant Officers are being used as the source for identification of objectives. A curriculum group will assess the validity of the objectives in terms of broad professional development goals established by Department of the Army as justification for the courses.

b. The structural model for stating training objectives has been expanded to facilitate the statement of cognitive and affective objectives.

ATSAV-DI-CD 8 March 1972
SUBJECT: Systems Engineering of Aviation Warrant Officer Career Courses

3. Within the context of the modifications above, a systematic analysis and design of the training as envisioned by CONARC Reg 350-100-1 will be completed. A staff and faculty guide explaining the procedure to be used for the Aviation Warrant Officer Career Courses is being prepared; a copy of the guide will be forwarded when published. It is anticipated that this guide will be effective for courses of this type and may have application at other at schools.

FOR THE COMMANDANT:

/S/
PRESTON W. BARBER
CPT, AGO
Asst Adj Gen

student? This minimum must be established in absolute (criterion referenced) terms rather than in terms of relative achievement (norm referenced).

(2) What is an acceptable failure rate on a given test? In other words, how many students should achieve the minimum score defined above in order to consider the instruction as effective and satisfactory?

(3) What is an accepted error rate on a given test item, or group of items, corresponding to a specific objective? This acceptable error rate should relate to the category of cognitive objective. The level of difficulty increases as the level of cognitive activity increases from knowledge (lowest level) to evaluation (highest level). Therefore, higher error rates can be expected on higher level cognitive objectives. Instruction related to a specific test item will be considered satisfactory if the actual error rate does not exceed the acceptable rate. (NOTE: If achievement test items were assigned different weights, greater weight would be assigned to higher level cognitive objectives; however, differential weighing of achievement test items is not required for AWOAC/AWOIC. Greater emphasis can be placed on more important areas simply by including more test items on that area.)

b. The questions raised above concern cognitive objectives but must be answered within the context of corresponding affective objectives. As mentioned earlier, cognitive objectives are often used as a means of reaching a more important affective objective. In such cases, the performance criteria attached to the cognitive objectives are not as critical as they might be in other cases, in which the cognitive objectives are preeminent. In a given lesson, it is entirely possible to include a lot of factual cognitive information without the expectation of a high degree of recall; the primary objective may be to develop an awareness or an attitutde of responsiveness. Standards of performance for the cognitive knowledge would be relatively low. The degree of instructional success must be evaluated in terms of the affective objective. In the AWOAC/AWOIC there are lessons in which the student's ability to recall, comprehend, or apply is relatively unimportant. Cognitive objectives for these lessons can be readily identified, but standards of performance need not be set at a high level. There are a number of other lessons in which the student's ability to recall, comprehend, and apply is quite important.

c. Performance standards based on the level of cognitive ability, as well as a consideration of the primacy of cognitive versus affective objectives are shown in Figure 4. Such standards are arbitrarily set and should be revised empirically as quality control data are collected and analyzed. These standards will provide the means for answering the questions raised in paragraph 9a. From the standards, a minimum satisfactory score for an individual student can be determined; acceptable failure rates can be computed; and reasonable error rates for

individual test items can be established. The standards in Figure 4 show the percentage of students (first figure) and the percent correct for items in a particular category. For example, on a 50 item test if there are 20 items classed as primary knowledge items, then 90 percent of the students should get at least 18 of those items (90%) correct. Standards for various kinds of items on a test may be combined by totaling individual standards and computing an average. The following illustration shows how this would be done for a 50 item test with a mixture of items having different individual standards.

Nr of Items	Standard	Total
20	90/90	1800/1800
5	80/70	400/350
10	90/85	900/850
10	80/60	800/600
5	80/80	400/400
TOTAL: 50	- -	4300/4000
Average:	86/80	- -

The average standard for the test would mean that 86% of the students should achieve a score of at least 80 percent. Eighty percent would also be the minimum satisfactory score that an individual student can get. If 14% of the students, or fewer, score below 80, the failure rate for that examination is satisfactory.

d. The permissible error rate on an individual item is arbitrarily chosen to correspond to the second figure in a given standard, i.e., if the standard for an item is 90/85, the permissible error rate for that item is 15%. Of course, if all such items have actual error rates less than 15%, the overall achievement for items of that type would exceed the 90/85 standard. In practice, it is not likely that all items of that type will have error rates less than 15%. It is probable that even when a standard for all items in a category is met, certain items will have excessive error rates.

e. The procedure for applying standards of this type appear complex at first but are actually simple. They represent an attempt to incorporate both the nature of an objective and its relative importance in establishing performance standards for several purposes. The use of this system will require further analysis and refinement as a part of overall quality control. However, it should be a more precise and effective method of applying standards than an arbitrary universal standard for all objectives on all tests.

STANDARDS OF PERFORMANCE
Cognitive Objectives

	STANDARDS	
	Primary	Secondary
1. Knowledge	90/90	80/70
2. Comprehension	90/85	80/65
3. Application	90/80	80/60
4. Analysis	80/80	70/60
5. Synthesis	80/75	70/55
6. Evaluation	80/70	70/50

FIGURE 4

ATSAV-AC-SEA

18 April 1972

MEMORANDUM FOR RECORD

SUBJECT: Lesson Plan Training Objectives for AWOAC/AWOIC

1. References:

a. MFR, ATSAV-AC-SA, subject: Systems Engineering of AWOAC/AWOIC, dated 6 March 1972.

b. Letter, ATSAV-DI-CD, subject: Systems Engineering of Aviation Warrant Officer Career Courses, to CG, USCONARC, and USCONARC 1st Ind, 22 March 1972.

2. The references cited authorize DGS to prepare AWOIC/AWOAC training objective in accordance with a staff and faculty guide prepared by the office of the Senior Education Adviser. Although the systems engineered POI for these courses has a target date for Jan 1973, certain lesson plans are being revised in accordance with revised training objectives prepared under the new guidance. These revised lesson plans in some cases will be implemented into the current classes.

3. In response to a request from DGS the Education Advisor's Office recommended that the training objectives be written into the revised lesson plans in the form described in the staff and faculty guide for AWOIC/AWOAC.

/S/

Harry I. Sands, Jr.
Education Specialist
Office of Senior Education Advisor

AVSAV-AC-SA 6 March 1972

MEMORANDUM FOR RECORD

SUBJECT: Systems Engineering of AWOAC/AWOIC

1. On 2 March 1972, a meeting was held with Colonel Campbell, Assistant Commandant, USAAVNS, to brief on problem areas encountered in the systems engineering of AWOAC/AWOIC and a proposal to modify CON Reg 350-100-1 to facilitate systems engineering of the courses.

2. The meeting was attended by:

COL Campbell	Assistant Commandant
COL Roberts	Deputy DOI
COL Keebaugh	Director, DGS
LTC Ray	Ch, Career Tng Div
MAJ Snyder	Ch, CDG, Career Tng Div
CWO Helton	CDG, Career Tng Div
Mr. Sands	Office of Sr Educ Adv

3. Colonel Keebaugh outlined the problem and the purpose of the meeting. Colonel Campbell began an immediate discussion from which the following guidance emerged:

a. Define appropriate tasks in the broadest possible terms.

b. Define corresponding objectives and other valid objectives in terms of any suitable verb.

c. Use the guidance in CON Reg 350-100-1 to the extent to which it applies. In addition, use guidance being prepared by the Education Advisor's Office to the extent to which it applies. Proceed with any necessary deviation required for a valid statement of the objectives.

d. The DOI and the Senior Education Advisor's Office will assist, as required, in the systems engineering effort. The DOI will cooperate to the fullest extent in approving the documentation prepared by DGS, within the context of the guidance issued at this meeting.

e. A letter advising CONARC of the necessary action being taken to complete the systems engineering of the AWOAC/AWOIC will be forwarded to ATIT-STM.

/S/

HARRY I. SANDS, JR.
Education Specialist
Office of Senior Education
Advisor

The Aviation Warrant Officer Career Courses are non-producing MOS soft skilled courses which required additional guidelines to the Conarc Reg 350-100-1 in order to accomplish the course design Systems Engineering. The additional guidelines were contained in the "LTR, ATSAV-DI-CD, Systems Engineering of Aviation Warrant Officer Career Courses, 8 Mar 72, with 1st Ind, ATIT-STM, 22 Mar 72." The instruction in AWOIC and AWOAC is provided by different departments and schools. TROY STATE UNIVERSITY presents 100 hours of electives in the AWOAC and AWOIC, Lyster Army Hospital presents 21.0 hours of aviation medicine subjects in the AWOAC and 23 hours in AWOIC. The USACMLS presents 44.0 hours of CBR/NBC subjects in AWOAC and 20 hours is allocated to Guest Speakers in the AWOAC and AWOIC. The curriculum development group had a unique problem with these agencies in that the guidelines for using supporting strategies could not be realistically enforced.

APPENDIX C

MEMORANDUM FOR RECORD

SUBJECT: AVIATION WARRANT

OFFICER ADVANCE COURSE (AWOAC)

ATZQ-TD-TAD-TA 21 April 80

MEMORANDUM FOR RECORD

SUBJECT: Aviation Warrant Officer Advanced Course (AWOAC) Review

1. Action completed and handed off to Phase 11, Phase 111, and RETO, 21 April 1980.

2. Complete packet will be on file Training Analysis Branch, DTD.

/S/

DENNIS R. BOTELHO
SSG, USA
Project NCO

ATZQ-TD-TAD-TA 17 April 1980

MEMORANDUM FOR RECORD

SUBJECT: Aviation Warrant Officer Advanced Course (AWOAC)

1. BACKGROUND:

a. On 25 May 79, a new AWOAC critical task list containing 232 tasks and knowledges was approved by the USAAVNC Executive Council.

b. Training Analysis Branch, DTD, has completed the Phase I, Instructional Systems Development (ISD), of the AWOAC. This analysis effort was accomplished IAW TRADOC Reg 351-4 and TRADOC Pam 351-4 using currently prescribed/directed procedures.

2. DISCUSSION:

a. Upon development of the Training Analysis worksheets, it was discovered that the tasks were so broad that many subtasks evolved and were developed as tasks. This increased the task list to 513 tasks and knowledges.

b. An effort by specialty 15 personnel under the Review Education Training Program (RETO) of warrant officers will start in FY 82. This study will revamp the structure of training requirements for all warrant officers.

c. TRADOC Reg 351-3 is being revised to include the Common Military Education and Training subjects (CMET), replacing the old essential and selected subjects now being used. TRADOC has directed that a number of CMET subject areas be incorporated into the current POI.

d. Along with the TRADOC-directed changes and changes made by instructors updating blocks of instruction, a number of the tasks/ knowledges from the new critical task list have been incorporated.

e. This analyst believes that when CMET is fully implemented and all material of the existing course is updated, the critical task list will be incorporated into the AWOAC POI.

3. RECOMMENDATIONS:

a. Recommend no further man-hours be expended for continuation of the ISD process of the AWOAC.

ATZQ-TD-TAD-TA 17 April 1980
SUBJECT: Aviation Warrant Officer Advanced Course (AWOAC)

b. Recommend that Phase I packet developed by Training Analysis be forwarded for reference only to Phase II, Phase III, and RETO sections.

/S/

JULIAN T. MARSH
MAJ, INF
Chief, Training Analysis Branch

APPENDIX D

AWOAC 80-2 PROFILE

AWOAC 80-2 PROFILE

Length: 15½ weeks

Total Number of Students: 83

Total by Rank: CW3 - 22
CW2 - 61

Total By Component: RA - 12
USAR - 71

Wife Accompany - 48

Breakout by MOS: 100B (UH-1) - 37
100C (CH-47) - 12
100E (AH-1G) - 30
100Q (U-21) - 4

Breakout by Career Field: IP - 30
Maint - 13
Safety - 7

Average Age: 31.2

Average Warrant Service: 6.7

Average Active Duty: 10.7

Past Duty Station: Germany - 23
CONUS - 34
Korea - 18
Panama - 2
Hawaii - 5
Alaska - 1

APPENDIX E

EA 1 TEST OUTLINES AND LESSON PLAN OBJECTIVES

EA-1
TEST OUTLINE (CONT)

SUBJECT TITLE: 50-7059-11 Techniques of Management

COGNITIVE OBJECTIVE AND SUPPORTING TEACHING POINTS	MINIMUM ACCEPTABLE STANDARD %	TEST ITEM NUMBERS USED ON EXAM VERSION J	K	L
1. Identify the definition of Army Management	70	1	2	3
2. Identify the functions of Army Management				
a. Planning Defined	70	2	3	1
(1) Aspects of an action environment	70	3	1	2
(2) Creating an environment for planning	70	4	4	
(3) Implementing change	70		5	4
b. Organizing Defined	70	5	6	5
(1) Effective communication	70	6		6
(2) Hawthorne studies	70		7	7
c. Directing Defined	70	7	8	8
(1) Impact of leadership styles	70	8	9	
(2) Maslow's hierarchy of needs	70	9		9
(3) Likerts system continuum	70	10	10	10
d. Coordinating Defined	70		11	11
Consensus	70	11	12	
e. Controlling Defined	70	12		12
Method of Control	70	13	13	13

DIRECTORATE OF TRAINING
DEPARTMENT OF ACADEMIC TRAINING
UNITED STATES ARMY AVIATION CENTER
Fort Rucker Alabama

January 1980
File No. 50-7059-11

TRAINING OBJECTIVES

TECHNIQUES OF MANAGEMENT

When given a series of problems/situations with alternative solutions requiring recall of information and application of principles, techniques, and functions of management, the student will select the correct response in at least 70% of the situations. Problem/question situations will pertain to the following:

1. Army definition of management
2. Five functions of management
3. Management definition of planning
4. A description of a reaction environment
5. The implications of an action environment
5. The process for transitioning from a reactive to an active environment
7. Definition of the term "buffer" as used in management
8. Methods of reducing resistance to change
9. Management definition of organizing
10. Analytical elements of effective communication
11. The Hawthorne Studies
12. Managerial definition of directing
13. A manager's major concern when analyzing the style of leadership
14. Maslow's Hierarchy of Needs
15. Likert's Systems Continuum

16. The five degrees of freedom which affect an ability to move and direct others.

17. Managerial definition of coordinating

18. A manager's use of consensus

19. Managerial definition of controlling

20. Gantt Charts

TEST OUTLINE (CONT)

SUBJECT TITLE: 50-7641-1 Introduction to PET

COGNITIVE OBJECTIVE AND SUPPORTING TEACHING POINTS	MINIMUM ACCEPTABLE STANDARD %	TEST ITEM NUMBERS USED ON EXAM VERSION J	K	L
Know the nature, scope, and value of PET.	70			
1. Be able to explain what PET is and what it is important for leadership skills.			14	14
2. Be able to list five goals in counseling and to know what they mean.		14		
a. Clarify communication.				
b. Analyze statements.				
c. Organize problems.				
d. Develop positive attitudes.				
e. Make proper referrals.				
SUBJECT: 50-7642-6 Transactional Analysis				
Be able to define Transactional Analysis and explain how it works as a counseling technique.	70	16 15	19 15	31 19
1. Know the meaning of the Parent, Adult, Child ego states.		31 17	31 18	15 18 16
2. Comprehend crossed transaction vs straight communication.			16	
3. Know how to respond from one's own Parent, Adult, or Child ego state; and to identify the response correctly.		19 18	17	32
4. Know how to define time structures as a way of organizing work and leisure time.		32	32	17

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UNITED STATES ARMY AVIATION CENTER
Fort Rucker, Alabama

June 1980
File No. 50/51-7641-1

TRAINING OBJECTIVES

INTRODUCTION TO PERSONAL EFFECTIVENESS TRAINING

The student will identify six basic human needs in two out of three situations. The student will recognize five common psychological defenses and list five goals of counseling without error or omission.

DIRECTORATE OF TRAINING
DEPARTMENT OF ACADEMIC TRAINING
UNITED STATES ARMY AVIATION CENTER
Fort Rucker, Alabama

May 1980
File No. 50/51-7642-6

TRAINING OBJECTIVES

TRANSACTIONAL ANALYSIS

The student will describe why transactional analysis is a basic counseling technique; will distinguish between Freud's use of "Ego, Superego, and Id" and Harris' use of "Parent, Adult, and Child;" and will write the definitions of psychoanalysis, psychotherapy, time structuring, transactions, ego states, strokes, and life positions in accordance with material in student handouts at not less than 80 percent correct.

TEST OUTLINE (CONT)

SUBJECT TITLE: 50-7645 Self Feelings of the Counselor

COGNITIVE OBJECTIVE AND SUPPORTING TEACHING POINTS	MINIMUM ACCEPTABLE STANDARD %	TEST ITEM NUMBERS USED ON EXAM VERSION J	K	L
1. To know how a counselor becomes involved with a counselees' problems:	70			
a. As a judgmental parent.				
b. As a rational adult.				
c. As an impulsive child.				
2. To know how to communicate honestly true "self-feelings" in a practical exercise dealing with the confrontation of an emotional client and a receptive counselor.	70	23	23	23
a. Reflect feelings back to counselee.		24	24	24
b. Evaluate self in process.				
SUBJECT: 50-7646-1 Danger Signs & Referral Agencies in the Counseling Process				
1. To know how to discuss the danger signs that signify a truly disturbed counselee to include:	70	29	29	29
a. Insomnia				
b. Loss of appetite				
c. Untidy appearance				
d. Decline in job proficiency				
e. Use of drugs				
f. Drinking on the job				
g. Frequent minor discipline violations				
2. To know some of the common referral agencies:		30	30	30
a. Mental Health				
b. Chaplain				
c. Medical Clinic				
d. Drug and Alcohol Office				
e. JAG				

DIRECTORATE OF TRAINING
DEPARTMENT OF ACADEMIC TRAINING
UNITED STATES ARMY AVIATION CENTER
Fort Rucker, Alabama

June 1980
File No. 50-7645-2

TRAINING OBJECTIVE

SELF-FEELINGS OF THE COUNSELOR

When given a comprehension check on "self-feelings," the student will define "self-feelings," describe how a counselor becomes involved emotionally in the counseling process, and relate how one keeps feelings objective without error IAW instructor's notes and material in student handout.

DIRECTORATE OF TRAINING
DEPARTMENT OF ACADEMIC TRAINING
UNITED STATES ARMY AVIATION CENTER
Fort Rucker, Alabama

May 1980
File No. 50/51-7646-1

TRAINING OBJECTIVES

DANGER SIGNS AND REFERRAL AGENCIES IN THE COUNSELING PROCESS

The student will list four danger signs which indicate serious problems for a counselee and five referral agencies found in the Army without error or omission.

TEST OUTLINE (CONT)

SUBJECT TITLE: 50-7643-2 Directive/Non-Directive Counseling

COGNITIVE OBJECTIVE AND SUPPORTING TEACHING POINTS	MINIMUM ACCEPTABLE STANDARD %	TEST ITEM NUMBERS USED ON EXAM VERSION J	K	L
1. To know that directive counseling requires action on the part of the counselee.	70			
a. Danger of inappropriate action b. Danger of unsolved problem c. Advantage of taking positive steps in a short time.		20	20	20
2. To know that non-directive counseling is primarily to gain insight, but leaves action to the counselee.	70	21	21	21
3. To know how to examine behavior modification by:	70	22	22	22
a. Reward b. Threat c. Suggestion				
SUBJECT: 50-7644-2 Role Playing				
1. To know how to explain how psychodrama or role-playing is used in counseling.		26	26	26
a. Freudian psychoanalysis relates subconscious repression to most mental dysfunctions. b. Role-play leads to a catharsis when done in therapy that benefits the counselee.		28	28	28
2. To know how to explain the advantages of role play to include:		25	25	25
a. Total involvement of counselee b. Realistic situations and the danger of untrained counselors leading to emotionally damaging conclusions.		27	27	27

DIRECTORATE OF TRAINING
DEPARTMENT OF ACADEMIC TRAINING
UNITED STATES ARMY AVIATION CENTER
Fort Rucker, Alabama

May 1980
File No. 50-7643-4

TRAINING OBJECTIVES

DIRECTIVE/NONDIRECTIVE COUNSELING

Given class presentation and practical exercises on directive/nondirective counseling and behavior modification, the student will write the definition of directive counseling, nondirective counseling, and behavior modification and identify the uses of each IAW material presented in the student handout without error.

DIRECTORATE OF TRAINING
DEPARTMENT OF ACADEMIC TRAINING
UNITED STATES ARMY AVIATION CENTER
Fort Rucker, Alabama

June 1980
File No. 50-7644-2

TRAINING OBJECTIVES

ROLE PLAYING: A COUNSELING APPROACH

Based on material previously presented in directive/nondirective counseling and the instructor's introductory presentation on role playing, the student will conduct a role playing exercise in class in accordance with instructor's guidelines and will identify, without error, four common counselor mistakes and the goal of role playing.

APPENDIX F

EA 2 TEST OUTLINES AND LESSON PLAN OBJECTIVES

EA-2
TEST OUTLINE

POI SUBJECT MILITARY PERSONNEL MANAGEMENT NR. 50-7075-8 DESIRED LEARNING	TRAINING TIME HOURS	TEST ITEM NRS TEST FORM A	B	C
The student will define/describe/identify/list certain aspects of the enlisted personnel management system to include the enlisted classification and MOS structure; enlisted personnel assignment and utilization; the revised enlisted personnel management system; enlistment, retention, and reenlistment incentives; enlisted promotions and reductions; enlisted evaluation reports; warrant officer MOS structure; and the officer/warrant officer promotion system.	7.0c, .5F, .5PC			
1. The student will define/describe/identify/list certain aspects of the military personnel management system to include:				
a. Enlisted classification				
(1) Factors considered		1	1	1
(2) Authorities		2	2	2
b. MOS structure		3	3	3
(1) SQI		4	4	4
(2) Length of enlisted MOS		5		
(3) Fifth digit			5	
(4) Skill digit				5
(5) 6th & 7th digit		6		6
(6) ASI			6	
c. Enlisted Career management field charts				
(1) Substitutability		7		
(2) Footnotes			7	
(3) Lines of normal progression				7
d. Reclassification Boards		8	8	8

TEST OUTLINE

POI SUBJECT MILITARY PERSONNEL MANAGEMENT NR. 50-7075-8 DESIRED LEARNING	TRAINING TIME HOURS	TEST ITEM NRS TEST FORM A	B	C
e. Assignment and utilization				
(1) First term soldiers		9	9	9
(2) Grade utilization		10		
(3) Utilization priorities			10	
(4) Utilization of Bonus Recipients				10
(5) POR Requirements		11	11	11
f. Enlisted Evaluation System				
(1) Purpose of EER		12	12	12
(2) Civilian raters		13		13
(3) Reviewer of Special EER			13	
(4) Rater for enlisted grade		14		
(5) Minimum time period for rater			14	
(6) Minimum time period for reviewer				14
(7) Appeals		15	15	15
(8) EERWA		16	16	16
g. Promotions & Reductions				
(1) Promotion authorities		17	17	17
(2) Reduction		18	18	18

DIRECTORATE OF TRAINING
DEPARTMENT OF ACADEMIC TRAINING
UNITED STATES ARMY AVIATION CENTER
Fort Rucker, Alabama

May 1980
File No. 50-7075-9

TRAINING OBJECTIVES

MILITARY PERSONNEL MANAGEMENT

1. ACTION: The student will select a certain factor considered in classification and reclassification of enlisted personnel.

   CONDITION: When given various factors.

   STANDARD: Must select the correct factor as shown in AR 600-200.

2. ACTION: The student will select a classification authority of enlisted personnel.

   CONDITION: When given the classification authorities and the category of the personnel.

   STANDARD: Select the correct authority as shown in AR 600-200.

3. ACTION: The student will select the proper use of the SQI.

   CONDITION: When given various uses.

   STANDARD: Select the proper use as shown in AR 600-200.

4. ACTION: The student will select the maximum characters in an enlisted MOS.

   CONDITION: When given possible maximums.

   STANDARD: Select the correct number as specified by AR 600-200.

5. ACTION: The student will select a true statement concerning the fifth digit of the enlisted MOS code.

   CONDITION: When given various statements.

   STANDARD: Must select the correct statement as shown in AR 611-201.

6. ACTION: The student will select the proper definition of a certain skill digit in the enlisted MOS code.

   CONDITION: When given the skill digit and various definitions of skill digits.

   STANDARD: Must select the proper definition as specified in AR 611-201.

7. ACTION: The student will select the definition of certain characters in the sixth and seventh positions of the enlisted MOS code.

   CONDITION: When given the characters and various statements of definition.

   STANDARD: Must select the proper definition of the characters as shown in AR 600-200.

8. ACTION: The student will identify positioning of the Additional Skill Identifier (ASI) in the enlisted MOS code.

   CONDITION: When given a certain circumstance and several possible positions.

   STANDARD: Select the proper positions as shown in AR 600-200.

9. ACTION: The student will select the correct criteria in awarding an enlisted soldier an MOS based on his performance in a substitutable MOS.

   CONDITION: When given various prerequisites.

   STANDARD: Must correctly select the correct criteria IAW AR 611-201.

10. ACTION: The student will select the proper definition of certain footnotes on a Career Management Field (CMF) chart.

    CONDITION: When given the footnote and various definitions.

    STANDARD: Select the proper definition IAW AR 611-201.

11. ACTION: The student will identify the purpose of the Career Management Field (CMF) chart.

    CONDITION: When given various statements concerning the CMF.

STANDARD: Select the purpose of the CMF as provided in AR 611-201.

12. ACTION: The student will identify the extent of authority a reclassification board has in awarding a PMOS in a certain situation.

CONDITION: When given the situation and various alternatives that could be taken.

STANDARD: Select the proper alternative as specified by AR 600-200.

13. ACTION: The student will select proper utilization procedures for various soldiers.

CONDITION: When given the types of soldiers and various procedures.

STANDARD: Select proper utilization procedures as outlined in AR 600-200.

14. ACTION: The student will identify prerequisites for overseas service for enlisted members.

CONDITION: When given prerequisites and statements concerning overseas service.

STANDARD: Select the proper prerequisite as specified by AR 614-30.

15. ACTION: The student will identify the purpose of the Enlisted Evaluation Reports (SEER).

CONDITION: When given the purpose and various statements concerning SEERs.

STANDARD: Select the purpose as shown in AR 600-200.

16. ACTION: The student will select the proper civilian general schedule (GS) grade for rating an enlisted soldier of a certain grade on a SEER.

CONDITION: When given the enlisted grade to be rated and certain GS grades to choose from.

STANDARD: Select the GS grade as shown in AR 600-200.

17. ACTION: The student will select the correct grade for a reviewer on a certain SEER.

CONDITION: When given the type of SEER and various grades.

STANDARD: Select the correct grade as specified in AR 600-200.

18. ACTION: The student will identify who cannot be the rater for a specialist six.

CONDITION: When given various grades.

STANDARD: Select the incorrect rater as specified in AR 600-200.

19. ACTION: The student will select the minimum time period required for rating a soldier on a certain type SEER.

CONDITION: When furnished the type of SEER and time periods.

STANDARD: Select the correct time period as specified in AR 600-200.

20. ACTION: The student will identify the minimum time period that a reviewer must be in the direct line of supervision over an enlisted soldier before reviewing an enlisted evaluation report.

CONDITION: When furnished various time periods.

STANDARD: Select the correct time period as specified in AR 600-200.

21. ACTION: The student will identify the time period authorized for an enlisted soldier to appeal his SEER, DA Form 2166-5A.

CONDITION: When given certain time periods.

STANDARD: Select the correct time period as specified in AR 600-200.

22. ACTION: The student will select the maximum time period for the Enlisted Evaluation Report Weighted Average (EERWA).

CONDITION: When given various time periods.

STANDARD: Select the maximum time period as specified by the student handout.

23. ACTION: The student will select the promotion authority for a certain grade.

CONDITION: When given the grade to be promoted to and the duty positions of various promotion authorities.

STANDARD: Select the correct authority as specified in AR 600-200.

24. ACTION: The student will identify a method of reduction which can not reduce an enlisted soldier in the grade of E7.

CONDITION: When given various methods of reducing enlisted soldiers.

STANDARD: Select the method by which an E7 cannot be reduced as specified by AR 600-200.

25. ACTION Student will identify correct number of copies an OER, DA Form 67-8, is prepared at time of initiation.

CONDITION: When given various numbers.

STANDARD: Must select correct number as specified in AR 623-105.

26. ACTION: Student will identify who is responsible for initiation of an OER.

CONDITION: When given various activities.

STANDARD: Select correct activity responsible for initiation of an OER as specified in AR 623-105.

27. ACTION: Student will select the primary function of the officer evaluation system.

CONDITION: When given various statements of function.

STANDARD: Student will select proper statement as specified in AR 623-105.

TEST OUTLINE

POI SUBJECT PERSONNEL ACTIONS NR. 50-7812-2 DESIRED LEARNING	TRAINING TIME HOURS	TEST ITEM NRS TEST FORM A	B	C
The student will define/describe/identify/list certain aspects of personnel actions to include limitations on military awards, types of unit awards, the military awards program, the types of separations and discharges, and the effects of the character of the discharge on entitlements to benefits.	2c			
1. The student will define/describe/identify/list certain aspects of personnel actions to include:				
a. Separations				
(1) Entitlements		19		
(2) Types of discharges			19	
(3) Status after separation				19
(4) Separation authorities		20	20	20
b. Awards and Decorations				
(1) Unit awards		21	21	
(2) Purpose of certificates & letters				21
(3) Time periods for recommendations		22	22	22

DIRECTORATE OF TRAINING DEVELOPMENTS
COURSE DEVELOPMENT DIVISION
UNITED STATES ARMY AVIATION CENTER
Fort Rucker, Alabama

July 1977
File No. 50-7812-2

TRAINING OBJECTIVE

PERSONNEL ACTIONS

The student will define/describe/identify/list certain aspects of personnel actions to include limitations on military awards, types of unit awards, the military awards program, the types of separations and discharges, and the effects of the character of the discharge on entitlements to benefits when given specified situations; accuracy will be in accordance with established procedures based on appropriate Army regulations.

TEST OUTLINE

POI SUBJECT UNIT ADMINISTRATION NR. 50-7076-4 DESIRED LEARNING	TRAINING TIME HOURS	TEST ITEM NRS TEST FORM A	B	C
The student will complete a duty roster, identify/describe unit administration, Individual Sick Slip, TAFFS, SIDPERS, and letters of indebtedness.				
1. The student will describe/identify/ certain aspects of unit administration to include:				
a. Personnel Administration Center (PAC)				
(1) PAC organization		23	23	23
(2) PAC purpose		24	24	
(3) PAC element location				24
b. Duty Roster				
(1) Preparation		25		25
(2) Detailing			25	
(3) Notations		26	26	26
(4) Authorized abbreviations		27		
(5) Meaning of abbreviations used			27	
(6) Entry for sickness				27
c. TAFFS				
(1) File numbers in TAFFS		28	28	28
(2) Selected file numbers list		29	29	29

DIRECTORATE OF TRAINING
DEPARTMENT OF ACADEMIC TRAINING
UNITED STATES ARMY AVIATION CENTER
Fort Rucker, Alabama

January 1980
File No. 50-7076-4

TRAINING OBJECTIVES

UNIT ADMINISTRATION

1. ACTION: The student will identify the types of PAC organization.

   CONDITION: When given various possible types of organization.

   STANDARD: Must identify the correct factor as specified in the PAC procedures manual.

2. ACTION: The student will identify the main purpose of the PAC.

   CONDITION: When given several reasons for implementation.

   STANDARD: Must identify the "main" purpose as specified in the PAC procedures manual, the Student Handout and the Letter from Ft Benjamin Harrison, IN.

3. ACTION: The student will select the location of a PAC element when operating in a combat zone.

   CONDITION: When given various possible locations.

   STANDARD: Must select the proper location in accordance with the PAC procedures manual, Student Handout and Letter from Fort Benjamin Harrison, IN.

4. ACTION: The student will identify the order in which names are arranged on and selected from a duty roster.

   CONDITION: When given various arrangements and selections.

   STANDARD: Must identify the correct order as specified in AR 220-45.

5. ACTION: The student will select the proper method to code remarks on a duty roster.

CONDITION: When given various methods by which remarks might be coded.

STANDARD: Must select the correct method as specified in AR 220-45.

6. ACTION: The student will identify abbreviations and their meanings that are used on the duty roster.

CONDITION: When given various possible abbreviations and meanings.

STANDARD: Must identify the correct abbreviations and meanings as shown in AR 220-45.

7. ACTION: The student will select the order that information is placed on a file folder label.

CONDITION: When given various orders of placement of information.

STANDARD: Must select the proper arrangement of information as specified by AR 340-2 and AR 340-18-1.

8. ACTION: The student will identify the offices that are required to maintain a selected files numbers list.

CONDITION: When given various offices.

STANDARD: Must identify the offices as shown in AR 340-2 and AR 340-18-1.

TEST OUTLINE

POI SUBJECT INTRODUCTION TO ADP NR. 50-7358-10 DESIRED LEARNING	TRAINING TIME HOURS	TEST ITEM NRS TEST FORM A	B	C
The student will describe the historical development of automatic data processing, list the five basic computer elements and define their functions and identify the nine basic data symbols of logic charting to include their uses, and list the six steps of program preparation.				
1. Basic elements:		32	32	32
a. Input		33	33	33
			30	
b. Output		34	34	34
		30		
c. Arithmetic/Logic		31		
d. Storage				31
e. Control			31	
f. CPU				30
2. Data symbols:				
a. Data flow line		38	38	38
b. Paper tape		36		
c. Magnetic tape			36	
d. Punch card				36
e. Document				37
f. Processing			37	
g. Connector		40	40	40
h. Decision		39	39	39
i. Start/Stop		37		
j. Flow chart			35	
k. Block diagram		35		35

DIRECTORATE OF TRAINING DEVELOPMENTS
COURSE DEVELOPMENT DIVISION
UNITED STATES ARMY AVIATION CENTER
Fort Rucker, Alabama

January 1979
File No. 50-7358-7

TRAINING OBJECTIVES

ADP SYSTEMS

1. The student will, without the aid of notes, comprehend the five basic computer elements, their purposes, and the equipment available within them.

2. The student will, without the aid of notes, be able to analyze the proper use of the nine basic date symbols used in logic charts.

3. The student will, with the aid of notes, be able to prepare flow charts and block diagrams from a practical exercise situation.

DATE:
FILME
—8